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ABSTRACT

The field test report on the "We Need One Another" instructional unit for grade 3 is one of a series of reports on the Arizona developed Career Education Curriculum Units. Presented is specific information as to the success of the units in terms of the learner's cognitive, affective, and psychomotor behavior according to expressed performance and behavioral objectives. Cognitive and student and teacher attitudinal data were collected from six sites and projects in Arizona. Following the introduction, a brief description of the unit is given. The body of the document presents and discusses various tables showing field test results in the following areas: (1) information describing the field test, including demographic characteristics of both participating teachers and learners, (2) attitudinal data from both teachers and learners concerning the unit, (3) learner performance data on the lessons' specific items, and (4) teacher recruitment, refinement data, analysis, and comments. Four brief conclusions and recommendations are included. The document concludes with two appendixes: statistics and tabular data on student and teacher attitudes and a sample of the field test instrument package--UNIVAL (forms and questionnaires on student and teacher attitudes and student performance). (Author/BP)

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FIELD TEST REPORT
Vol. 4

WE NEED ONE ANOTHER

Don Peterson
Frank L. Vicino
Charles Small
James S. DeGracie

ONE OF A SERIES IN THE
ARIZONA STATEWIDE FIELD TEST 1974-75

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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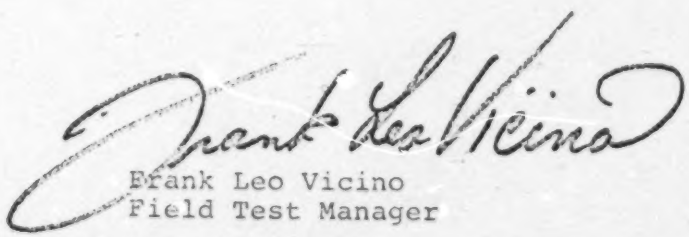
CE 006 162

Coconino
Yavapai
WACOP
Roosevelt
Central Maricopa
Mesa
Pinal
Tri-
County
Pima

FOREWORD

So many have contributed major input to the field test processes of unit delivery, monitoring and instrument completion, that it is impossible to extract, note, and applaud individual efforts. I am sure that all those involved in this major team effort can see how much has been accomplished and have a positive view of its educational significance for the young people of Arizona. By documenting and analyzing the capabilities of the career education units tested, we all have contributed a positive boost to career education in school districts across the state.

The task of Field Test Manager has been simplified considerably by excellent staff support from the Mesa Public Schools Department of Research and Evaluation, responsive assistance from the State Department of Education, and the effective management shown by the field test coordinators from the respective field test projects.



Frank Leo Vicino
Field Test Manager

June, 1975

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PREFACE

This is one of a series of field test reports on Arizona developed Career Education Curriculum Units. This report presents unit specific field test material. Another report in this series contains information concerning overall field test rationale and compilation of results for all field tested units.

The work presented and reported herein was performed pursuant to contract from the Arizona State Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the Arizona State Department of Education and no official endorsement by the Arizona State Department of Education should be inferred.

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INTRODUCTION

The major purpose of most innovative programs such as career education is to affect positively learners' cognitive, affective, and psychomotor behavior according to expressed performance and behavioral objectives. The present field test of career education curriculum units is designed to examine the success of the unit in terms of the above. Cognitive and attitudinal data have been collected from sites and projects across the state of Arizona. The following projects were involved in the effort of field testing the units: Central Maricopa, Coconino, Mesa, Pima, Pinal, Roosevelt, Tri-County, WACOP, and Yavapai.

Data on the present unit, however, have been collected from the following sites:

Project	Classrooms Requested	Classrooms Used In Analysis*
Coconino	3	1
Central Maricopa	3	3
Mesa	14	8
Pinal	5	4
Pima	8	5
Yavapai	3	3
Total	36	23

*Data received in time for analysis.

Significant statistics are presented and discussed in the Field Test Results section of this report. Other statistics and tabular data are presented in Appendix I of this report.

UNIT DESCRIPTION

WE NEED ONE ANOTHER

Grade 3: We Need One Another

The primary intent of this unit is to develop self-awareness, career awareness, and economic awareness. Interdependency between individuals and groups is a theme underlying the entire unit.

Major topics included in this unit are: interdependency between the child (like the learner), the family, and the community for needs which are economic; interdependency between occupations within a community; ways in which members of a group may affect each other's behavior; and services that social organizations provide for the members of a community. In the final lesson, the learners are able to incorporate all that has been learned in the previous lessons through participation in a group project.

FIELD TEST RESULTS
WE NEED ONE ANOTHER

This section of the report presents the data summary and analysis for the field test of the curriculum unit. An outline of this section follows:

A. A description of the field test including demographic characteristics of both participating teachers and learners.

B. Attitudinal data from both teachers and learners concerning the unit.

C. Learner performance data on the lesson specific items.

D. Teacher refinement data, analysis and comments.

DESCRIPTION OF THE PARTICIPANTS

The data in this report was obtained from the projects, teachers, and learners described in the following tables:

1. Learners

   Table I presents demographic information on the learners that were exposed to the unit in the field test. Examining Table I, it can be seen that there were slightly more male learners than female learners. There was low representation by the minority groups. Out of 611 learners 23% (145) were from minority backgrounds: 16% (100) Spanish Surname, 0.6% (4) Black, 6% (39) American Indian, and 0.3% (2) Other.

2. Teachers

   Table II presents the total number and selected demographic characteristics of the teachers presenting the unit.

   It can be noted from Table II that 22 of the 23 teachers that taught this unit were female.

   The median years of experience for this group falls between 6-10 years. This group of teachers was quite sophisticated concerning career education. Twenty-one of the 23 teachers were familiar with career education; ten had previously taught a career education unit or program and five had actually developed a career education unit or program.

TABLE I

NUMBER OF LEARNERS EXPOSED BY
SELECTED DEMOGRAPHIC CHARACTERISTICS

	SEX		ETHNIC COMPOSITION					
PROJECT	MALE	FEMALE	AMERICAN INDIAN	BLACK	SPANISH SURNAME	ANGLO WHITE	OTHER	TOTAL NUMBER
Coconino	12	11	23	0	0	0	0	23
C-Maricopa	46	43	2	1	12	74	0	89
Mesa	124	98	11	1	28	192	0	222
Pinal	53	52	0	0	19	85	1	105
Pima	49	65	2	2	27	83	0	114
Yavapai	31	27	1	0	14	42	1	58
Total	315	296	39	4	100	476	2	611
Percent	52	48	6	0.5	16	78	0.3	

TABLE II

NUMBER OF INSTRUCTORS BY SELECTED
DEMOGRAPHIC CHARACTERISTICS

	SEX		YEARS OF EXPERIENCE					CAREER EDUCATION EXPERIENCE				
PROJECT	MALE	FEMALE	LESS THAN 1	1-5	6-10	11-15	MORE THAN 15 YRS.	DEV'D. C. ED. UNIT OR PROGRAM	TAUGHT C. ED. UNIT OR PROGRAM	READ A C. ED. UNIT OR PROGRAM	FAMILIAR WITH CAREER ED.	HAD NO EXPOS. TO C. ED.
Coconino	0	1	0	0	0	0	1	1	0	0	0	0
C-Maricopa	0	3	0	1	1	1	0	0	1	0	2	0
Mesa	0	8	1	1	2	1	3	3	5	0	0	0
Pinal	0	4	1	2	0	1	0	0	2	0	2	0
Pima	1	3	0	1	1	1	1	0	2	1	0	1
Yavapai	0	3	0	2	0	1	0	1	0	1	0	1
Total	1	22	2	7	4	5	5	5	10	2	4	2

ATTITUDINAL DATA

1. Teacher Attitude

Included in each UNIVAL (Unit Evaluation Instrument) was an Instructor Attitudinal Data Sheet which asked two questions concerning attitudes toward career education in general and three questions concerning the teacher's attitude toward the unit (See Appendix II).

a. Teacher Attitude Toward Career Education

Examining the teachers' general attitude toward career education (Table III) it can be seen that the mean response across questions and projects is a moderately positive 3.91, on a scale where 5 is the highest positive response. Of the 46 possible responses, 37 (80%) are positive toward career education, 5 (11%) are of no opinion, and only 4 (9%) negative.

b. Teacher Attitude Toward the Unit

Table IV summarizes the teacher attitudes toward the unit.

The teachers' high positive attitude toward career education did not seem to carry to the teachers' attitude toward the unit. The teachers show a low 3.29 positive attitude toward the unit. Of the

TABLE III

TEACHER ATTITUDE TOWARD CAREER EDUCATION
(Number, Percent and Mean of Instructor Responses
to Attitude Items 1 and 2 Combined)

PROJECT	STRONGLY POSITIVE N	%	POSITIVE N	%	NO OPINION N	%	NEGATIVE N	%	STRONGLY NEGATIVE N	%	MEAN
Coconino	0	0	2	100	0	0	0	0	0	0	4.00
C-Maricopa	0	0	6	100	0	0	0	0	0	0	4.00
Mesa	6	37	6	37	2	12	2	12	0	0	4.00
Pinal	0	0	8	100	0	0	0	0	0	0	4.00
Pima	2	25	4	50	1	12	1	12	0	0	3.88
Yavapai	1	17	2	33	2	33	1	17	0	0	3.50
Total	9	19	28	61	5	11	4	9	0	0	3.91

TABLE IV

TEACHER ATTITUDE TOWARD UNIT
(Number, Percent and Mean of Instructor Responses
To Attitude Items 3, 4 and 5 Combined)

PROJECT	STRONGLY POSITIVE N	%	POSITIVE N	%	NO OPINION N	%	NEGATIVE N	%	STRONGLY NEGATIVE N	%	MEAN
Coconino	0	0	2	67	0	0	1	33	0	0	3.33
C-Maricopa	0	0	9	100	0	0	0	0	0	0	4.00
Mesa	6	25	3	12	5	21	9	37	1	4	3.17
Pinal	1	8	5	42	0	0	6	50	0	0	3.08
Pima	0	0	3	25	7	58	2	17	2	17	3.08
Yavapai	4	44	1	11	0	0	3	33	1	11	3.44
Total	11	16	23	33	12	17	21	30	2	3	3.29

possible 69 responses, 34 (49%) are positive, 12 (17%) are of no opinion, and 23 (33%) negative.

Correlations between the Teacher Attitude toward career education and Teacher Attitude toward the unit were significant at the .05 level. (r= 0.60) (See Table V)

2. Learner Attitude

When learner attitude toward the unit is examined (Table VI), we see a fairly high positive feeling toward the unit across all projects. Of the 2919 responses 66% were positive toward the unit, 23% no opinion, and only 11% were negative toward the unit.

Correlations between the Teacher Attitude toward the unit and Learner Attitude were significant at the .05 level. (r= 0.60) (See Table VII)

LEARNER PERFORMANCE

In order to examine learners' performance on the unit, and to assess how well the objectives of the unit are met, cumulative scores over all the lesson items within the unit (total learner scores) were examined. Table VIII presents the total learner scores in percentages by projects. This score reflects the unit's overall success concerning delivery of its objectives.

TABLE V

Mean Instructor Attitude Toward the Unit by Instructor Attitude Toward Career Education

Project	Teacher #	Instructor Unit Attitude (ques. 3-5)	Instructor Attitude Career Ed. (ques. 1,2)
Coconino	1	3.33	4.00
Central Maricopa	1	4.00	4.00
	2	4.00	4.00
	3	4.00	4.00
Mesa	1	2.67	2.50
	2	2.33	4.00
	3	1.67	3.00
	4	3.00	2.50
	5	3.00	4.50
	6	5.00	5.00
	7	2.67	3.50
	8	5.00	5.00
Pinal	1	3.67	3.00
	2	2.67	4.00
	3	3.33	4.00
	4	2.67	4.00
Pima	1	3.00	4.00
	2	2.33	2.50
	3	4.00	4.00
	4	3.00	5.00
Yavapai	1	3.67	4.00
	2	1.67	2.50
	3	5.00	4.00

r= 0.60

TABLE VI

LEARNER ATTITUDE TOWARDS UNIT
(NUMBER, PERCENT AND MEAN OR COMPOSITE
LEARNER ATTITUDE RESPONSES)

	YES/HAPPY		I DON'T CARE/OK		NO/SAD		
PROJECT	N	%	N	%	N	%	MEAN
Coconino	75	57	28	21	29	22	2.35
C-Maricopa	417	68	149	24	45	7	2.61
Mesa	773	68	218	19	137	12	2.56
Pinal	326	66	144	29	26	5	2.60
Pima	107	54	72	37	17	9	2.46
Yavapai	229	64	65	18	62	17	2.47
Total	1927	66	676	23	316	11	2.55

TABLE VII

MEAN INSTRUCTOR ATTITUDE TOWARD THE UNIT BY MEAN LEARNER ATTITUDE

PROJECT	TEACHER NUMBER	INSTRUCTOR UNIT ATTITUDE	LEARNER ATTITUDE
Coconino	1	3.33	2.35
Central Maricopa	1	4.00	2.69
	2	4.00	2.63
	3	4.00	2.51
Mesa	1	2.67	2.63
	2	2.331	2.26
	3	1.67	1.89
	4	3.00	2.55
	5	3.00	2.95
	6	5.00	2.86
	7	2.67	2.88
	8	5.00	-
Pinal	1	3.67	2.55
	2	2.67	2.56
	3	3.33	-
	4	2.67	2.70
Pima	1	3.00	-
	2	2.33	-
	3	4.00	2.46
	4	3.00	-
Yavapai	1	3.67	2.46
	2	1.67	2.09
	3	5.00	2.92

r= 0.60

TABLE VIII

NUMBER AND PERCENT OF CORRECT LEARNER RESPONSES TO LESSON IMBEDDED ITEMS FOR A GIVEN UNIT

PROJECT	NUMBER OF RESPONSES	NUMBER OF CORRECT RESPONSES	PERCENT OF CORRECT RESPONSES
Coconino	208	178	85
C-Maricopa	1020	978	96
Mesa	2309	2067	89
Pinal	617	530	86
Pima	310	268	86
Yavapai	671	620	92
Total	5135	4641	90

The scores from each project range from a low of 85% at Coconino to a high of 96% at Central Maricopa. These responses appear uniform with no one project varying far from the mean score (90%)thereby exerting a disproportionate influence.

Various other data was collected from the teachers involved in the field test of the units.

The data collected included the following information:

1. Teachers indicated whether they had experience in jobs other than teaching and whether this information helps in teaching the unit. It was found that 11 of the 23 teachers (48%) had previous experience in a job other than teaching. Of these eleven, eight (73%) indicated that the previous experience helped in teaching the unit. (See Tables IX and X)
2. The teachers were asked how many guest speakers they used. Eight of the 23 teachers (35%) did not use guest speakers. A total of 18 guest speakers were used in the 23 classrooms. (Table XI)
3. The teachers were also asked to indicate the amount of time devoted to the unit per week and what time of day (AM or PM) the unit was primarily taught. The median number of hours spent per week teaching the unit fell between 1-2 hours. Sixteen (69%) teachers taught the unit in the afternoon while 7 (30%) taught the unit in the morning. (Tables XII and XIII)

TABLE IX

NUMBER AND PERCENT OF INSTRUCTORS THAT TAUGHT EACH UNIT BY OCCUPATION OTHER THAN TEACHING

PROJECT	SOCIAL SCIENCE		PHYSICAL SCIENCES		CHEMICAL SCIENCES		BUSINESS		TECHNI-CAL		CONSTRUC-TION		INDUSTRY		OTHER		NONE		TOTAL NO.
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Coconino	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	100	1
C-Maricopa	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	100	0	0	3
Mesa	0	0	0	0	0	0	2	25	0	0	0	0	0	0	2	25	4	50	8
Pinal	0	0	0	0	0	0	0	0	0	0	0	0	1	25	0	0	3	75	4
Pima	0	0	0	0	0	0	2	50	0	0	0	0	0	0	0	0	2	50	4
Yavapai	0	0	0	0	0	0	1	33	0	0	0	0	0	0	0	0	2	67	23
Total	0	0	0	0	0	0	5	22	0	0	0	0	1	4	5	22	12	52	23

TABLE X

NUMBER AND PERCENT OF INSTRUCTORS THAT TAUGHT EACH UNIT BY WHETHER PREVIOUS EXPERIENCE HELPS IN CAREER EDUCATION

PROJECT	YES N	YES %	NO N	NO %	NO PREVIOUS EXPERIENCE N	NO PREVIOUS EXPERIENCE %	TOTAL NUMBER
Coconino	0	0	0	0	1	100	1
C-Maricopa	3	100	0	0	0	0	3
Mesa	3	38	1	12	4	50	8
Pinal	1	25	0	0	3	75	4
Pima	1	25	1	25	2	50	4
Yavapai	0	0	1	33	2	67	3
Total	8	35	3	13	12	52	23

TABLE XI

NUMBER AND PERCENT OF INSTRUCTORS THAT TAUGHT EACH UNIT BY THE NUMBER OF GUEST SPEAKERS USED

	0		1		2		3		4		
PROJECT	N	%	N	%	N	%	N	%	N	%	TOTAL NUMBER
Coconino	0	0	1	100	0	0	0	0	0	0	1
C-Maricopa	1	33	2	67	0	0	0	0	0	0	3
Mesa	0	0	7	87	1	12	0	0	0	0	8
Pinal	4	100	0	0	0	0	0	0	0	0	4
Pima	2	50	1	25	0	0	1	25	0	0	4
Yavapai	1	33	2	67	0	0	0	0	0	0	3
Total	8	35	13	56	1	4	1	4	0	0	23

TABLE XII

NUMBER AND PERCENT OF INSTRUCTORS THAT TAUGHT EACH UNIT BY TIME TAUGHT

PROJECT	AM N	AM %	PM N	PM %	TOTAL NUMBER
Coconino	1	100	0	0	1
C-Maricopa	0	0	3	100	3
Mesa	3	37	5	62	8
Pinal	1	25	3	75	4
Pima	1	25	3	75	4
Yavapai	1	33	2	67	3
Total	7	30	16	69	23

TABLE XIII

NUMBER AND PERCENT OF INSTRUCTORS THAT TAUGHT EACH UNIT
BY AMOUNT OF TIME DEVOTED TO THE UNIT EACH WEEK

PROJECT	LESS THAN 1 HR. N	%	1-2 HRS. N	%	2-3 HRS. N	%	3-5 HRS. N	%	MORE THAN 5 HRS. N	%	TOTAL NUMBER
Coconino	0	0	0	0	0	0	1	100	0	0	1
C-Maricopa	0	0	3	100	0	0	0	0	0	0	3
Mesa	0	0	4	50	3	37	1	12	0	0	8
Pinal	1	25	2	50	0	0	1	25	0	0	4
Pima	3	75	0	0	0	0	1	25	0	0	4
Yavapai	0	0	0	0	1	33	2	67	0	0	3
Total	4	18	9	39	4	17	6	26	0	0	23

TABLE XIV

NUMBER OF INSTRUCTORS THAT TAUGHT EACH UNIT
BY TYPE OF CLASSROOM AND METHOD OF TEACHING

PROJECT	OPEN CLASSROOM N	%	SELF CONTAINED N	%	TEAM TAUGHT N	%
Coconino	0	0	1	100	0	0
C-Maricopa	0	0	3	100	0	0
Mesa	1	12	5	62	2	25
Pinal	1	25	3	75	0	0
Pima	1	25	2	50	1	25
Yavapai	0	0	3	100	0	0
Total	3	13	17	74	3	13

TABLE XV

Mean Student Attitude by Time of Day Unit Taught

Project	Teacher #	Student Attitude	Time of Day 1=pm 2=am
Coconino	1	2.35	2
Central Maricopa	1	2.69	1
	2	2.63	1
	3	2.51	1
Mesa	1	2.63	1
	2	2.26	1
	3	1.89	1
	4	2.55	1
	5	2.95	2
	6	2.86	2
	7	2.88	1
	8	-	2
Pinal	1	2.55	1
	2	2.56	1
	3	-	1
	4	2.70	2
Pima	1	-	2
	2	-	1
	3	2.46	1
	4	-	1
Yavapai	1	2.46	1
	2	2.09	1
	3	2.92	2

r= 0.46

4. The teachers were also asked what kind of classroom or method of teaching they used. Seventeen (74%) of the classrooms were self-contained, 3 (13%) were open classrooms and 3 (13%) were team taught. (Table XIV)

Correlations were calculated between the above data and Student Attitude, Teacher Attitude, and Student Performance. Significant correlations were found between Student Attitude and Time of Day the unit was taught. When the unit was taught in the morning the students attitude tended to be more positive. (Table XV)

TEACHER REFINEMENT, ANALYSIS AND COMMENTS

Specific revision data was obtained by asking the field test teachers to make comments regarding each lesson taught. These comments were solicited in the UNIVAL.

The following list represents a composite of teacher comments regarding the various aspects of the unit, as well as a lesson by lesson critique of the unit. These comments have been analyzed and recommendations for revision presented.

TEACHER COMMENTS

When reading the teacher comments it should be noted that not all teachers respond to the open ended items. Therefore, some of the responses seem inconsistent with the teacher responses to the closed items. The closed items, it is felt, reflect a true attitude toward the unit over the teachers sampled. The teacher comments are from selected teachers that felt strongly enough to take the opportunity to respond. The comments, are, therefore, more for curriculum refinement than for overall evaluation of the unit.

Central Maricopa

Mobiles are fun but difficult to get materials for, and not necessary. Bulletin Board activity very worthwhile.

Coconino

Lesson 4 difficult. Students enjoyed unit. More variety in assessment items. Helps in handling discussion situations.

Mesa

Vocabulary needs to be reviewed. Too much teacher participation. Too teacher directed. Too long. Need more activities and less discussion. Lessons not challenging. Too many preparation tasks. Very appropriate for grade level. Will use again.

Pinal

Too long. First part should be 3rd grade, last part 4th grade. Too much drawing and coloring.

Pima

Lessons dealing with social and group behavior, very well accepted. Too long, somewhat boring.

Yavapai

Plan to use it each year. Lessons 1, 4, 7, 10, and 12, only lessons that helped meet objective. Omit lessons 5, combine lessons 2, 3, and 4 and combine lessons 8 and 9. Extremely long. Takes too much time to prepare. Probably could be made into 3 units.

SUMMARY

The revelant data collected during the field test is summarized below:

1. A total of 611 learners were exposed to this unit in 6 of the 9 participating projects. Fifty-two percent of the learners were male and 23% of the learners were of minority backgrounds.
2. Of the 23 teachers that presented the unit 22 were female, the median years of experience was between 6-10 years, and 15 had taught or developed career education material.
3. Teachers expressed a positive attitude toward career education in general (3.91 on a scale where 5 was the highest positive response). Though still positive, the teachers' attitude toward this particular unit was somewhat lower (3.29).
4. The learners also exhibited a positive attitude toward the unit with 66% of the 2919 responses positive, 23% no opinion, and 11% negative.
5. The learners' overall performance was very high (90% correct). There was very little variability across lessons and units.

6. A list of the teachers critical comments and recommendations was presented in the body of this report.

CONCLUSIONS AND RECOMMENDATIONS

1. Future users of this unit should review the unit in its entirety paying particular attention to the content of each activity noting when during their teaching year it is best to be taught.
2. During installation the teachers, while not constrained by field testing, should be made aware that the lessons as presented are only suggestions and may be modified, resequenced, augmented or reduced as desired.
3. This unit presented a wide range of activity suggestions, many of which may be extracted to constitute an enrichment program in addition to the unit.
4. This unit was well received by students who scored a very high 90% on the test items. Even though Teacher Attitude is low, it is recommended that this unit be included in the implementation phase of curriculum development on the strength of a high Student Attitude and a high Student Performance.

APPENDIX I

Additional Data

Mean Student Performance by Time of Day Unit Taught

Project	Teacher #	*Learner Performance	Time of Day 1=pm 2=am
Coconino	1	86	2
Central Maricopa	1	96	1
	2	97	1
	3	95	1
Mesa	1	99	1
	2	93	1
	3	89	1
	4	92	1
	5	95	2
	6	94	2
	7	92	1
	8	78	2
Pinal	1	89	1
	2	82	1
	3	-	1
	4	90	2
Pima	1	-	2
	2	-	1
	3	86	1
	4	-	1
Yavapai	1	98	1
	2	88	1
	3	87	2

r= - 0.32
*Percent of students attaining the unit objectives

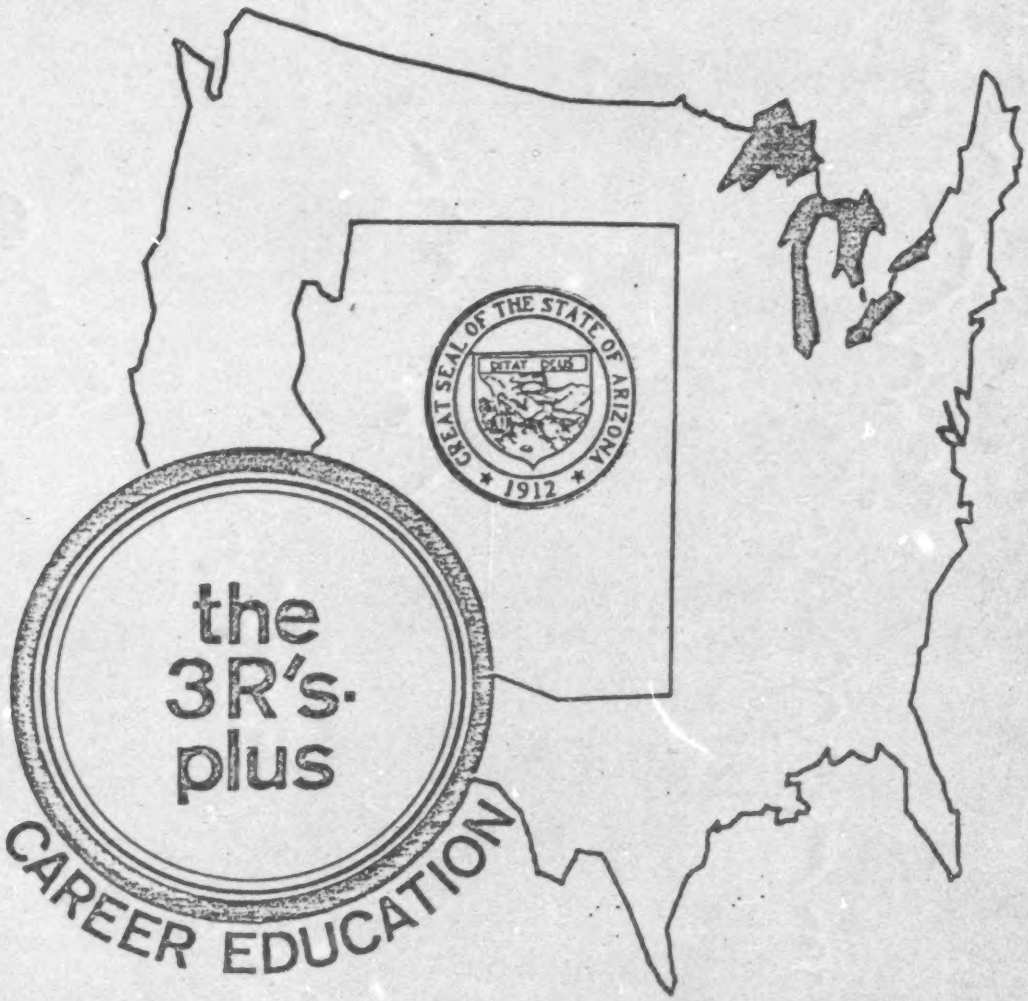
Mean Learners Perfromance on a Unit by Mean Instructor Attitude Toward the Unit

Project	Teacher #	*Learner Performance	Instructor Unit Attitude
Coconino	1	86	4.00
Central Maricopa	1	96	4.00
	2	97	4.00
	3	95	4.00
Mesa	1	99	2.67
	2	93	2.33
	3	89	1.67
	4	92	3.00
	5	95	3.00
	6	94	5.00
	7	92	2.67
	8	78	5.00
Pinal	1	89	3.67
	2	82	2.67
	3	-	3.33
	4	90	2.67
Pima	1	-	3.00
	2	-	2.33
	3	86	4.00
	4	-	3.00
Yavapai	1	98	3.67
	2	88	1.67
	3	87	5.00

*Percent of students attaining unit objectives
r= 0.12

APPENDIX II

UNIVAL



Unit Evaluation
UNIVAL

WE NEED ONE ANOTHER

GRADE LEVEL: 3

PART I

CAREER EDUCATION FIELD TEST
PROGRAM INFORMATION

Please print:

Instructor_____ School_____

Unit or Kit Title_____ District_____

Grade Level_____ Project_____

Date unit or Kit introduced in the classroom____/____/____
mo. day year

Student data: (*the numbers should agree)

*Total number of students exposed to the unit_____

*Number of students of each sex: a. male____ b. female____

*Number of students in each ethnic group:

a. American Indian____ d. Anglo White____

b. Black____ e. Other____

c. Spanish Surname____

DIRECTIONS: Circle the letter of your answer in each of the following questions.

Teachers:

How many years have you worked in the field of education?

a. Less than one d. 11-15 years

b. 1-5 years e. More than 15 years

c. 6-10 years

Which of the following would best describe your exposure to Career Education (to date)? I have:

a. Developed a Career Education unit or program

b. Taught a Career Education unit or program

c. Read a Career Education unit or program

d. Had some exposure to Career Education

e. Had no exposure to Career Education

What is your sex?

a. Male____

b. Female____

Is your classroom: (more than one answer may be applicable)

a. Open____

b. Self-contained____

c. Team taught

What time of day were the lessons taught (predominantly)?

a. AM____

b. PM____

How much time did you devote to the unit each week?

a. Less than 1 hour

b. 1-2 hours

c. 2-3 hours

d. 3-5 hours

e. More than 5 hours

How many guest speakers were used in conjunction with the unit?

a. 0

b. 1

c. 2

d. 3

e. 4 or more

Have you had another occupation other than teaching?

a. Social sciences

b. Physical sciences

c. Chemical sciences

d. Business

e. Technical

f. Construction

g. Industry

h. _____

Did this experience help in teaching the Career Education unit?

a. Yes

b. No

PART II

Learner Performance Data

Directions: Please provide an indication of how well the lessons delivered the performance objectives. The lesson numbers and methods of evaluation for each have been indicated. Page numbers, objective specifications, and item numbers are indicated as appropriate. Please indicate the total number of learners responding. Then record the number that responded correctly. Complete this form as you teach each lesson of the unit.

		Method of Evaluation			Number of Learners	
Lesson Number	Page No. Item No.	Test	Checklist	Instructor Judgment	Responding	Responding Correctly
1	p. 30-31					
2	p. 43-45					
3	p. 53-55					
4	p. 65-67					
5	p. 79-81					
6	p. 88-89					
7	p. 97-99					
8	p.109-111					
9	p.117-119					
10	p.125-127					
11	p.134-135					
12	p.146-147					

We Need One Another
Grade Level 3

PART III

Instructor Attitudinal Data

Directions: Read each statement and place a check in the box under the heading that describes your response.

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1. Classes in my subject grade level would be more meaningful and relevant if focused around Career Education objectives.					
2. Career Education is just another fad that will soon be forgotten.					
3. After minimal revisions this unit will be ready for statewide distribution.					
4. The learning activities were very effective in helping meet the performance stated.					
5. The content of the unit relates directly to my regular class program.					

Indicate below any further comments concerning the strengths or weaknesses of the unit.

PART III (Continued)

Learner Attitudinal Data

On the following page is an attitudinal survey which we would like your learners to respond to. Please remove that page from this instrument and reproduce enough copies for each of your learners. We feel that it would be best if your learners responded to this survey at the completion of the unit. If your learners do not have the needed reading ability to complete the survey, please read and explain the items to them. After the learners have completed the survey, please tally their responses and record the total number of learners responding in each manner of the form provided below.

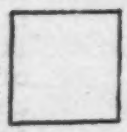
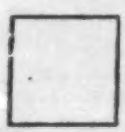
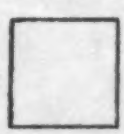
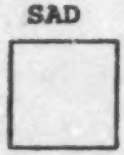
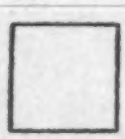
	YES	I DON'T CARE	NO
1.			
2.			
3.			
4.			

	HAPPY	OK	SAD
5.			
6.			
7.			

PART III (cont'd)

LEARNER ATTITUDINAL FORM

NAME _____

	YES	I DON'T CARE	NO
1. Would you want to know more about what we have learned in these lessons?			
2. Do you know more now about these lessons than before?			
3. Were the lessons interesting to you?			
4. Do you think that next year's class should be given these lessons?			
	HAPPY	OK	SAD
5. How did you feel about the lessons?			
6. How did most of your other classmates feel about the lessons?			
7. How did your teacher feel about the lessons?